



BOARD MEETING DATE
February 24, 2014

Standards Based Learning & Reporting Update

As requested by the School Board, please accept this updated report on Standards Based Learning & Reporting.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

DISCUSSION ITEM – 10 Minutes
Standards Based Learning & Reporting Update

Teacher Survey Overview

The teacher surveys requesting feedback on the new student progress reporting formats were made available on Friday, January 17th, 2014 and remained open through Friday, January 31st, 2014. Teachers were emailed a link to the survey.

We received a significant level of participation with 306 elementary, 176 middle, and 214 high school teachers responding (there are 1542 elementary, 794 middle, and 1048 high school teachers within the BSD). The results identified several areas where we need to focus greater efforts and make improvements.

What did we learn from the responses received?

There are several assumptions that can be made from responses received.

1. Teachers strongly support the reporting of student achievement in each learning target.
 - a. Elementary – 90.6%
 - b. Middle – 83.8%
 - c. High – 72.3%
2. Teachers believe these formats allow them to report student behaviors and how these behaviors affect academic performance.
 - a. Elementary – 82.4%
 - b. Middle – 80.8%
 - c. High – 75.7%
3. Teachers support the idea of using consistent rubrics and marks.
 - a. Elementary – 97.2%
 - b. Middle – 88.6%
4. Teachers believe information at the learning target level allow for decisions around needed academic interventions.
 - a. High – 75%

Next Steps

1. Summarize the survey results and provide this information to teachers. (A summary of the recently completed parent survey should be posted shortly.)
 - a. Provide it to principals for their newsletters and websites
2. Analyze feedback to determine specific improvements that can be made in our reporting practices. Examples are:
 - a. Multiple issues raised indicate the need for increased / better communication and training for teachers.
 - b. Work to complete the learning targets and rubrics in areas where this has to be finished.
 - c. Continue to work with Edupoint and the IT Department to improve TeacherVue.
 - d. Maximize the time available for teachers to produce quality reports.

3. Continue the development of learning targets and rubrics for each grade level, content area and course.
 - a. Post to TeacherVUE for use in reporting
 - b. Post to the BSD website for parent access
4. Prepare for parent surveying in May and June 2014.
5. Support student involvement in standards-based learning implementation (April).
6. Increase professional development efforts around standards-based practices with district and school level leaders as well as teachers.

Elementary School Version of the December Teacher Survey

This survey is intended to gather feedback on the student report card format from all teachers within the Beaverton School District.

We recognize there are questions about the purpose and scope of standards-based learning in Beaverton. We have several groups that continue to address these questions, including Teacher Articulation Teams, Professional Development Facilitators, Synergy Trainers, School Administrators, and District Administrators. Please continue to talk with teachers and administrators in these groups as the survey is intended to focus on the progress report form only.

We thank those teachers involved in these efforts and encourage all teachers to use these forums to engage in the design and implementation of our standards-based learning system.

Thank you for taking a couple minutes to help improve our student report cards.

1. In what School(s) do you currently teach?

- a. Aloha-Huber Park
- b. Barnes
- c. Beaver Acres
- d. Bethany
- e. Bonny Slope
- f. Cedar Mill
- g. Chehalem
- h. Cooper Mountain
- i. Elmonica
- j. Errol Hassel
- k. Findley
- l. Fir Grove
- m. Greenway
- n. Hazeldale
- o. Hiteon
- p. Jacob Wismer
- q. Kinnaman
- r. McKay
- s. McKinley
- t. Montclair
- u. Nancy Ryles
- v. Oak Hills
- w. Raleigh Hills
- x. Raleigh Park
- y. Ridgewood

- z. Rock Creek
- aa. Schools Heights
- bb. Sexton Mountain
- cc. Springville
- dd. Terra Linda
- ee. Vose
- ff. West Tualatin View
- gg. William Walker

This is the top portion of a sample Elementary Report Card. It can be used to assist with responding to the questions of this survey.

SAMPLE 3RD GRADE REPORT							
Behavior Progress							
Behavior Key							
C	Consistently	G	Generally	R	Rarely/Sometimes (Needs Improvement)		
Behavior Learning Targets					Nov	Mar	Jun
Manages responsibilities as a student					G		
Self-directs learning					G		
Communicates and works effectively within a team or group					C		
Comments - Student is a pleasure to have in class and is very respectful and positive. Student does very well in groups and has excellent communication skills.							
Academic Progress							
Academic Key							
4	Highly Proficient	1	Developing				
3	Proficient	N/A	Not Assessed This Trimester				
2	Nearly Proficient	**	Modified Curriculum and/or Assessment(see attached)				
Writing Academic Learning Targets					Nov	Mar	Jun
Writes opinion pieces on topics or texts, supporting a point of view with reasons					1		
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly					2		
Writes narratives to develop real or imagined experiences or events using descriptive details and clear sequences					2		
Trimester Progress (+=significant, ==steady, -=minimal)					+		
Comments - Student has made exceptional progress in writing since the beginning of the school year and is right on track. We will focus on supporting the ideas and opinions with facts and reasons.							
Math Academic Learning Targets					Nov	Mar	Jun
Fluently multiples and divides within 100					1		
Fluently adds and subtracts within 1,000					2		
Describes, represents, and compares fractions, and identifies equivalent fractions					2		
Tells time to the nearest minute and solve problems with time intervals					3		
Measures area and perimeter					N/A		
Compares and classifies polygons					N/A		
Engages in problem solving using mathematical practices					2		
Trimester Progress (+=significant, ==steady, -=minimal)					=		
Comments - Student has strong math skills and is doing very well with addition, subtraction and time. We will spend more time with multiplication and division for the rest of the school year.							

1. Listing the learning targets, the major concepts or skills that are taught / learned in each subject area, is an important element of an effective report card.
 - a. Strongly Agree
 - b. Agree

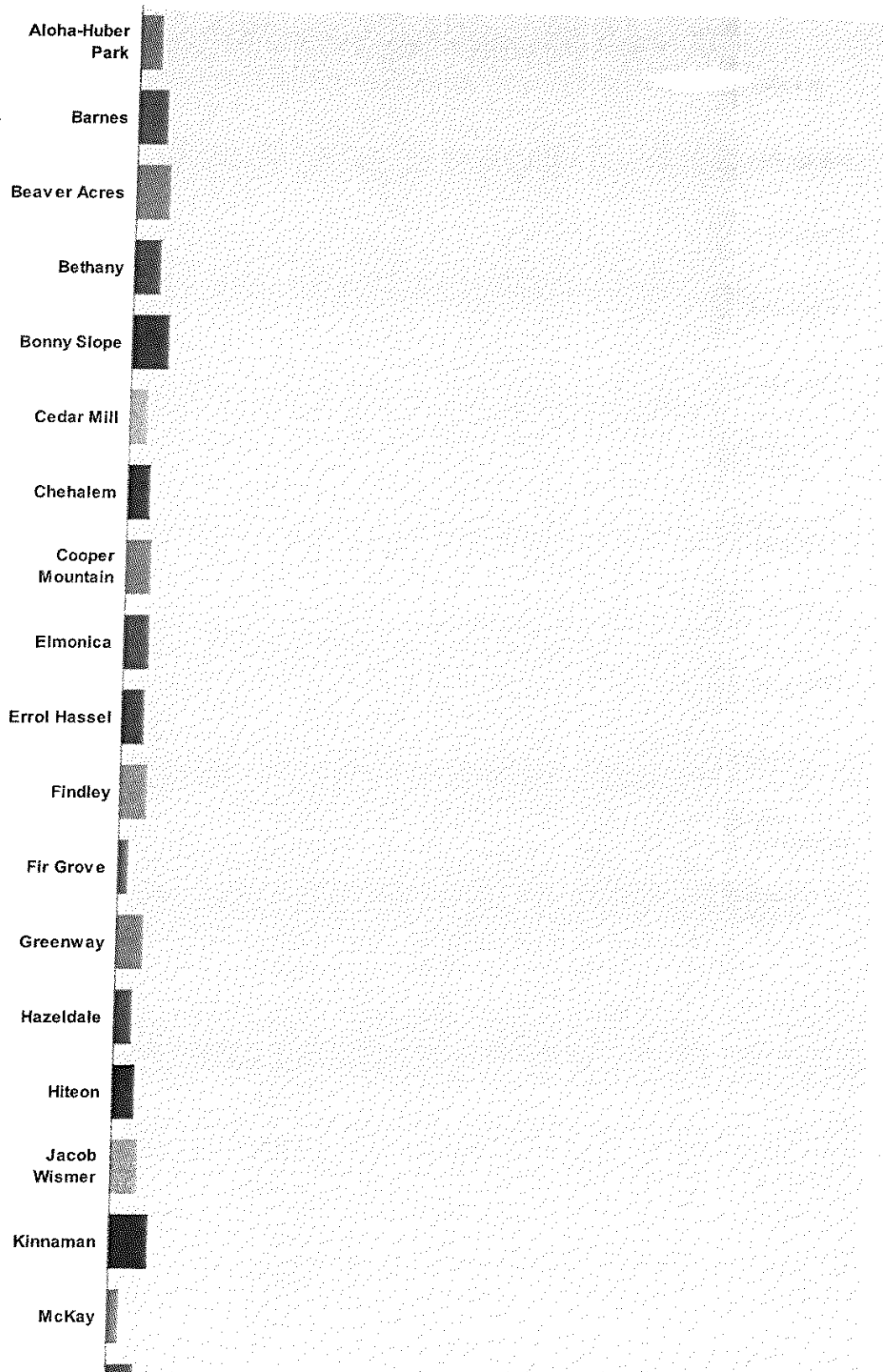
- c. Disagree
 - d. Strongly Disagree
- 2. Providing my judgment on a student's progress for each learning target assists with my communication of a student's strengths and challenges within each subject area.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
- 3. Having a comment section associated with each subject area supports increased and more focused communication.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
- 4. Reporting student behavior separately from their academic achievement assists with communicating how behaviors impact academic progress.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
- 5. The progress indicator marks allows me to communicate whether or not parents should be concerned about their child's performance in each subject.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
- 6. I support the idea of teachers at the same grade level teaching to consistent learning targets and using consistent rubrics and marks to communicate student progress.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
- 7. I recommend we focus our immediate efforts concerning the elementary report card on (select one or more):

- a. continue developing the year-long learning targets and rubrics for the subject areas where they do not yet exist and are not yet reflected on the report card.
 - b. developing tools and resources (training, documents to assist teachers, documents to ensure greater consistency, etc.) to assist with the assessment and reporting on year-long learning targets at the end of each trimester.
 - c. improving our way of communicating student successes / struggles, in addition to their current progress towards mastering a learning target as described by the rubric. As an example, how can I communicate a student is doing extremely well even if the student is currently only at a level 2, "Nearly Proficient", in a one or more learning targets?
 - d. improving our way of communicating student behaviors and how behaviors impact academic progress.
 - e. Other _____
8. Is there any information that you would like to be able to communicate to students and parents that is not already included in this report?
9. Do you have any recommendations on how the new report card format can be improved?

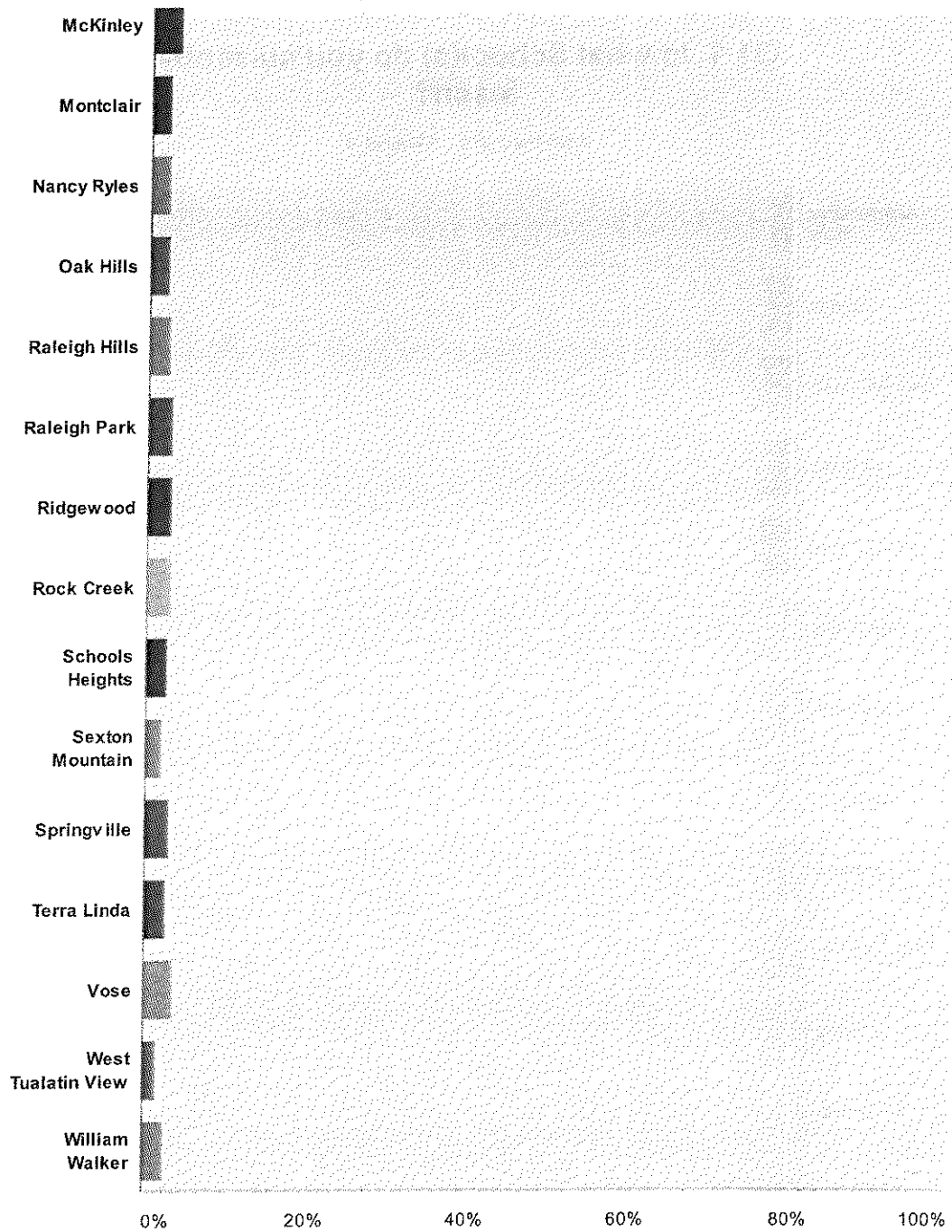
Elementary Teacher Report Card Survey

Q1 1. In what School(s) do you currently teach?

Answered: 302 Skipped: 4



Elementary Teacher Report Card Survey



Answer Choices	Responses
Aloha-Huber Park	2.98% 9
Barnes	3.97% 12
Beaver Acres	4.64% 14
Bethany	3.64% 11
Bonny Slope	4.97% 15
Cedar Mill	2.32% 7

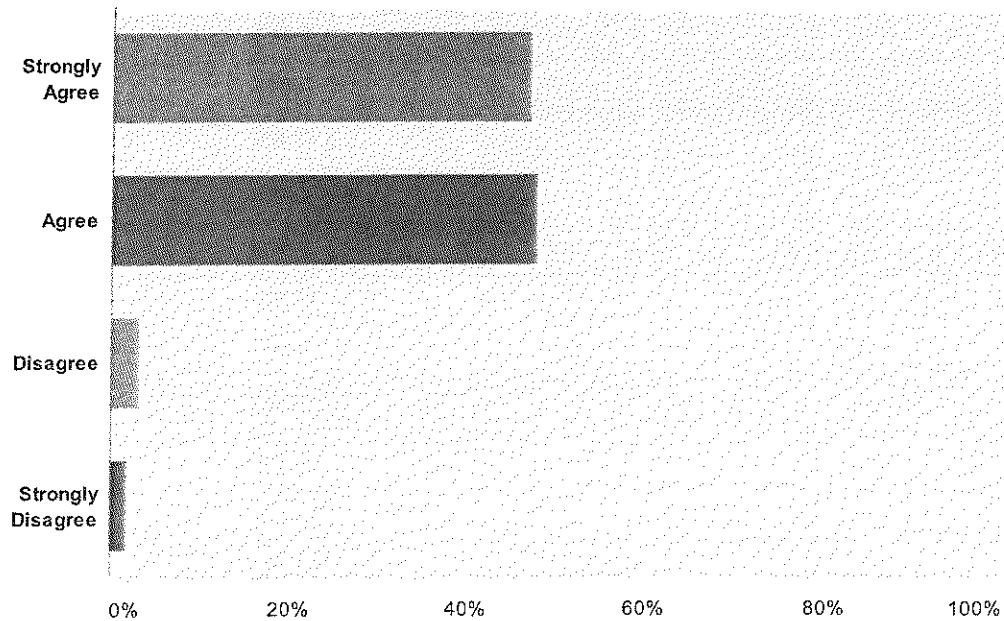
Elementary Teacher Report Card Survey

Chehalem	2.98%	9
Cooper Mountain	3.31%	10
Elmonica	3.31%	10
Enrol Hassel	2.98%	9
Findley	3.64%	11
Fir Grove	1.32%	4
Greenway	3.64%	11
Hazeldale	2.32%	7
Hiteon	2.98%	9
Jacob Wismer	3.64%	11
Kinnaman	5.30%	16
McKay	1.66%	5
McKinley	3.64%	11
Montclair	2.32%	7
Nancy Ryles	2.32%	7
Oak Hills	2.32%	7
Raleigh Hills	2.65%	8
Raleigh Park	2.98%	9
Ridgewood	2.98%	9
Rock Creek	2.98%	9
Schools Heights	2.65%	8
Sexton Mountain	1.99%	6
Springville	2.98%	9
Terra Linda	2.65%	8
Vose	3.64%	11
West Tualatin View	1.66%	5
William Walker	2.65%	8
Total		302

Elementary Teacher Report Card Survey

Q2 Listing the learning targets, the major concepts or skills that are taught / learned in each subject area, is an important element of an effective report card.

Answered: 282 Skipped: 24

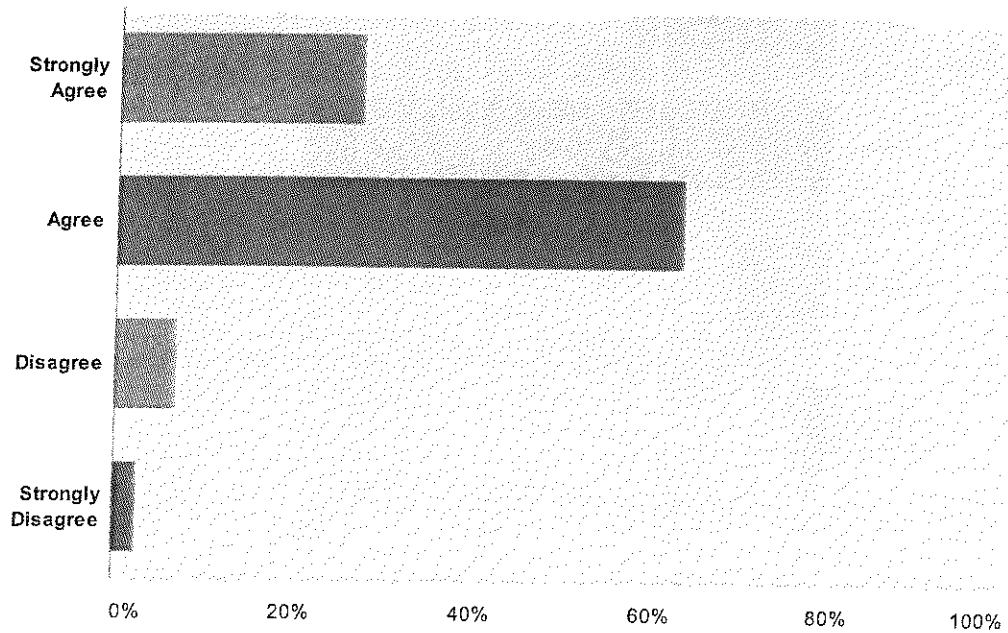


Answer Choices	Responses	
Strongly Agree	47.16%	133
Agree	47.87%	135
Disagree	3.19%	9
Strongly Disagree	1.77%	5
Total		282

Elementary Teacher Report Card Survey

Q3 Providing my judgment on a student's progress for each learning target assists with my communication of a student's strengths and challenges within each subject area.

Answered: 278 Skipped: 28

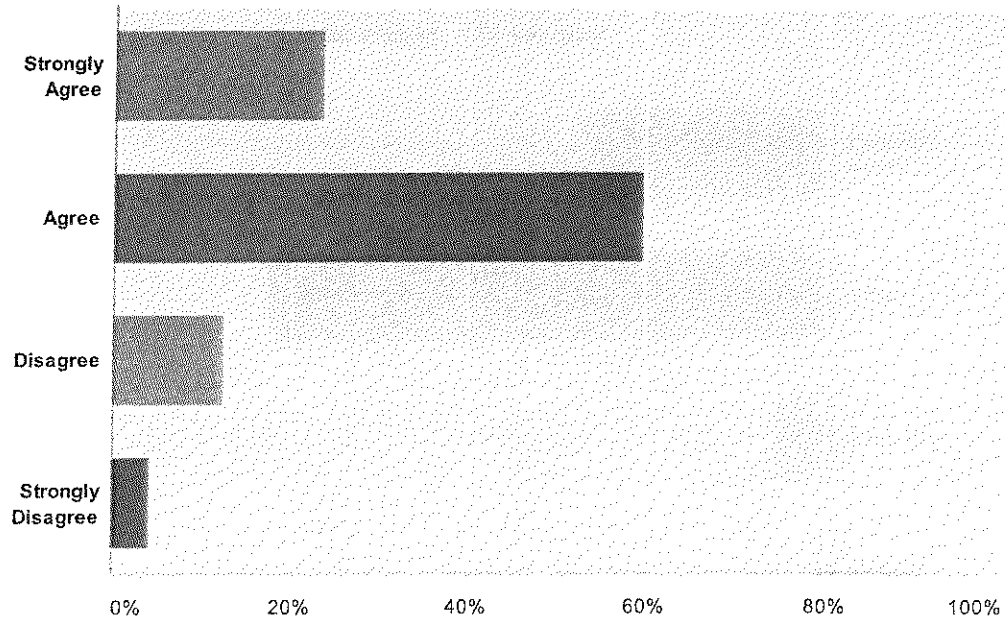


Answer Choices	Responses
Strongly Agree	27.34% 76
Agree	63.31% 176
Disagree	6.83% 19
Strongly Disagree	2.52% 7
Total	278

Elementary Teacher Report Card Survey

Q4 Having a comment section associated with each subject area supports increased and more focused communication.

Answered: 281 Skipped: 25

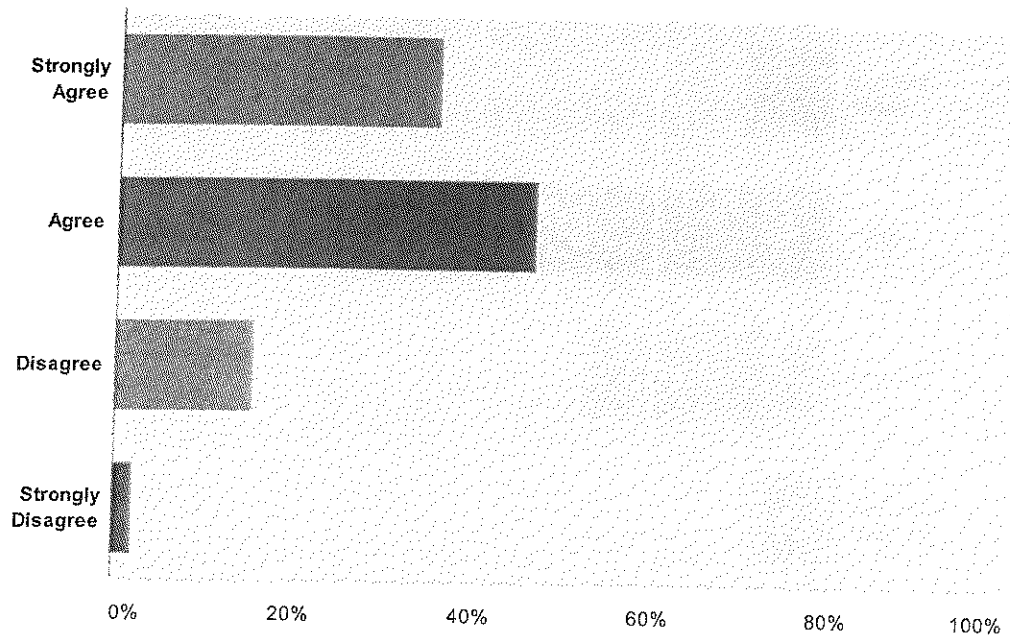


Answer Choices	Responses	
Strongly Agree	23.49%	66
Agree	59.79%	168
Disagree	12.46%	35
Strongly Disagree	4.27%	12
Total		281

Elementary Teacher Report Card Survey

Q5 Reporting student behavior separately from their academic achievement assists with communicating how behaviors impact academic progress.

Answered: 280 Skipped: 26

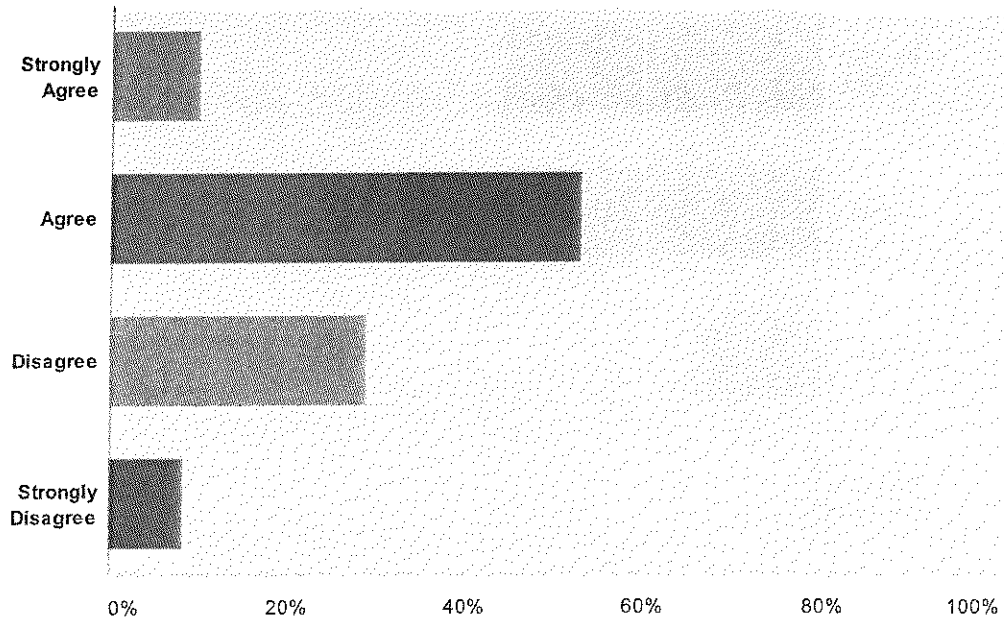


Answer Choices	Responses	
Strongly Agree	35.71%	100
Agree	46.79%	131
Disagree	15.36%	43
Strongly Disagree	2.14%	6
Total		280

Elementary Teacher Report Card Survey

Q6 The Progress Indicator mark allows me to communicate whether or not parents should be concerned about their child's overall performance in each subject.

Answered: 277 Skipped: 29

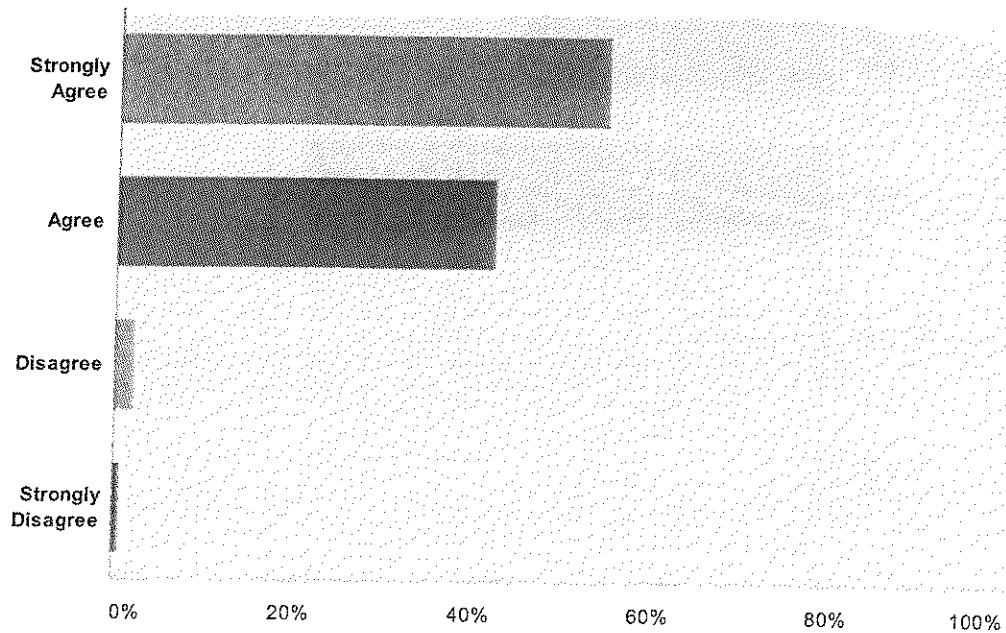


Answer Choices	Responses	
Strongly Agree	9.75%	27
Agree	53.07%	147
Disagree	28.88%	80
Strongly Disagree	8.30%	23
Total		277

Elementary Teacher Report Card Survey

Q7 I support the idea of teachers at the same grade level teaching to consistent learning targets and using consistent rubrics and marks to communicate student progress.

Answered: 281 Skipped: 25

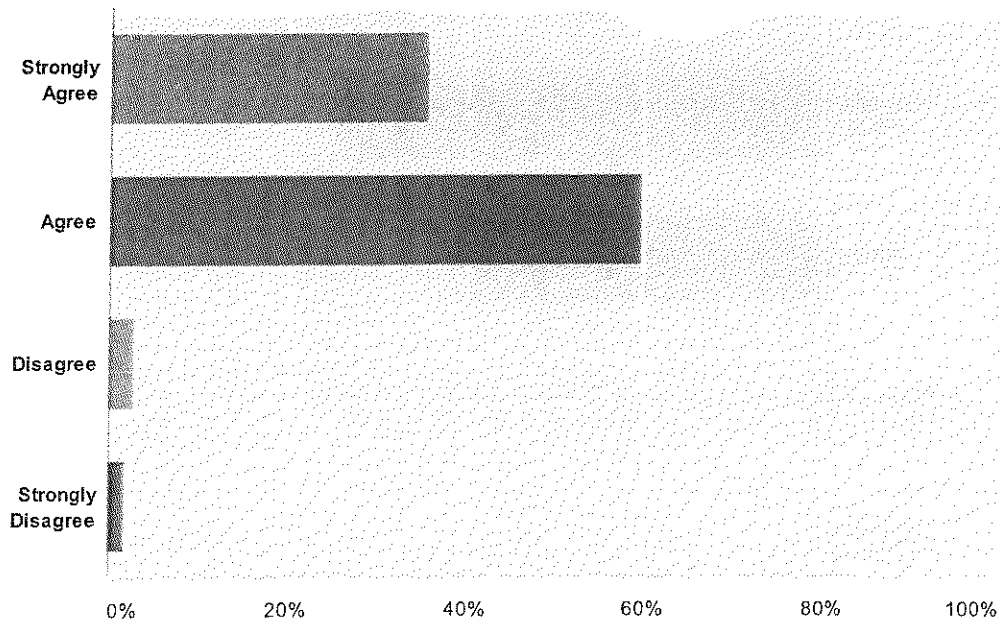


Answer Choices	Responses	
Strongly Agree	54.80%	154
Agree	42.35%	119
Disagree	2.14%	6
Strongly Disagree	0.71%	2
Total		281

Elementary Teacher Report Card Survey

Q8 I appreciate having access to the rubrics used by teachers to evaluate my student's progress and determine what can/should be done to improve.

Answered: 278 Skipped: 28

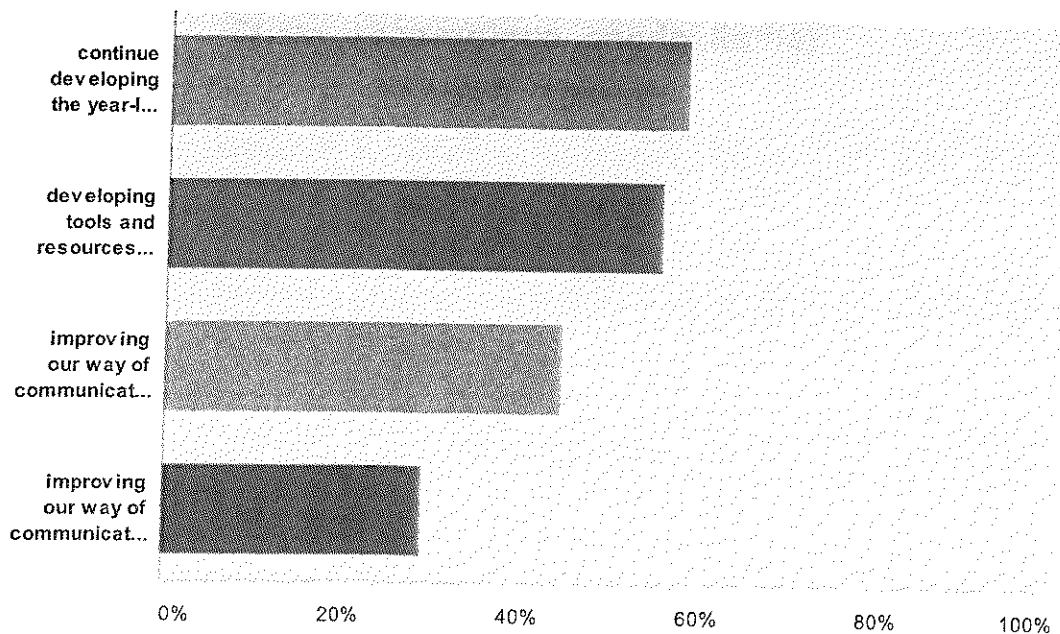


Answer Choices	Responses	
Strongly Agree	35.61%	99
Agree	59.71%	166
Disagree	2.88%	8
Strongly Disagree	1.80%	5
Total		278

Elementary Teacher Report Card Survey

Q9 I recommend we focus our immediate efforts concerning the elementary report card on (select one or more):

Answered: 268 Skipped: 38



Answer Choices	Responses
continue developing the year-long learning targets and rubrics for the subject areas where they do not yet exist and are not yet reflected on the report card.	58.21% 156
developing tools and resources (training, documents to assist teachers, documents to ensure greater consistency, etc.) to assist with the assessment and reporting on year-long learning targets at the end of each trimester.	55.60% 149
improving our way of communicating student successes / struggles, in addition to their current progress towards mastering a learning target as described by the rubric. As an example, how can I communicate a student is doing extremely well even if the student is currently only at a level 2, "Nearly Proficient", in a one or more learning targets?	44.40% 119
improving our way of communicating student behaviors and how behaviors impact academic progress.	29.10% 78
Total Respondents: 268	

Elementary Teacher Report Card Survey

Q10 Is there any information that you would like to be able to communicate to students and parents that is not already included in this report or that you are not able to communicate in another way (email, phone, conferences, etc.)?

Answered: 81 Skipped: 225

Summary of Elementary School Teacher Comments:

Though elementary teacher comments varied as much as the parent comments on the parent survey, there were several common ideas which should be addressed. Multiple comments and recommendations in the following areas were offered:

1. Teacher comments from all three trimesters should be posted on the report card.
2. The report card should support a greater focus on reporting behavioral issues.
3. The Progress Indicator marks do not effectively communicate a student's current standing.
4. The report card format uses too much paper.
5. We should finish developing the learning targets and rubrics not yet part of the report card.
6. The report card needs to better align to the Common Core State Standards.
7. The report card should account for input from Special Education, Two-Way Immersion, and English as a Second Language teachers.
8. Communicating a student's progress towards a year-long learning target is problematic.
9. There are technical issues that could be improved to make it easier for teachers, such as the use of drop-down lists.

Middle School Version of the December Teacher Survey

This survey is intended to gather feedback on the student report card format from all teachers within the Beaverton School District.

We recognize there are questions about the purpose and scope of standards-based learning in Beaverton. We have several groups that continue to address these questions, including Teacher Articulation Teams, Professional Development Facilitators, Synergy Trainers, School Administrators, and District Administrators. Please continue to talk with teachers and administrators in these groups as the survey is intended to focus on the progress report form only.

We thank those teachers involved in these efforts and encourage all teachers to use these forums to engage in the design and implementation of our standards-based learning system.

Thank you for taking a couple minutes to help improve our student report cards.

1. In what School(s) do you currently teach?
 - a. ACMA
 - b. Aloha-Huber Park K-8
 - c. Cedar Park MS
 - d. Conestoga MS
 - e. Deer Park
 - f. Five Oaks MS
 - g. Highland Park MS
 - h. HS2
 - i. ISB
 - j. Meadow Park MS
 - k. Mt. View MS
 - l. Raleigh Hills K-8
 - m. Stoller MS
 - n. Springville K-8
 - o. Whitford MS
2. Do you teach:
 - a. Math
 - b. Science
 - c. Humanities
 - d. Other

This is the top portion of a sample Middle School Report Card. It can be used to assist with responding to the questions of this survey.

Student Name: Astudent, Sample	Perm ID: 287976	Home Room: B7	Grade: 08
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Period	Course ID	Course Title	Doc	Teacher	Absences	Tardies
1	L168Y	Humanities 8	C		4	1
						Standard
						Manages responsibilities as a student
						Self-directs own learning
						Effectively communicates and works within a team or group
						Apply my knowledge to analyze information and develop relevant conclusion with appropriate evidence.
						Identify and describe significant event and perspectives in US history from 1765 to Reconstruction.
						Use conventions and language correctly.
						Demonstrates comprehension of key ideas and details of grade-level literary and informational texts
						Conducts effective research
						Current Progress Indicator
						The student needs to turn work in on time.
						The student needs to use class time appropriately.
						Shows respect for other points of view.
						Sample is fun to have in class, and is at times working quite diligently. However, she often comes to class unprepared. She engages when we are working in groups. She needs to make sure that she is getting her work turned in as this will, in the long run impact her success.
2	M118Y	Mathematics 8	B		1	1
						Standard
						Manages responsibilities as a student
						Effectively communicates and works within a team or group
						Analyzes and solves linear equations
						Recognizes and represents proportional relationships between quantities in a variety of situations (direct variation)
						Defines, evaluates, compares and uses linear functions to model relationships between quantities
						Current Progress Indicator
						The student turns in work on time.
						Comes with materials ready to learn.
						Sample is a great math student. She is working extensively at understanding the course targets and working towards moving forward. She is an eager learner who is a joy to have in class.

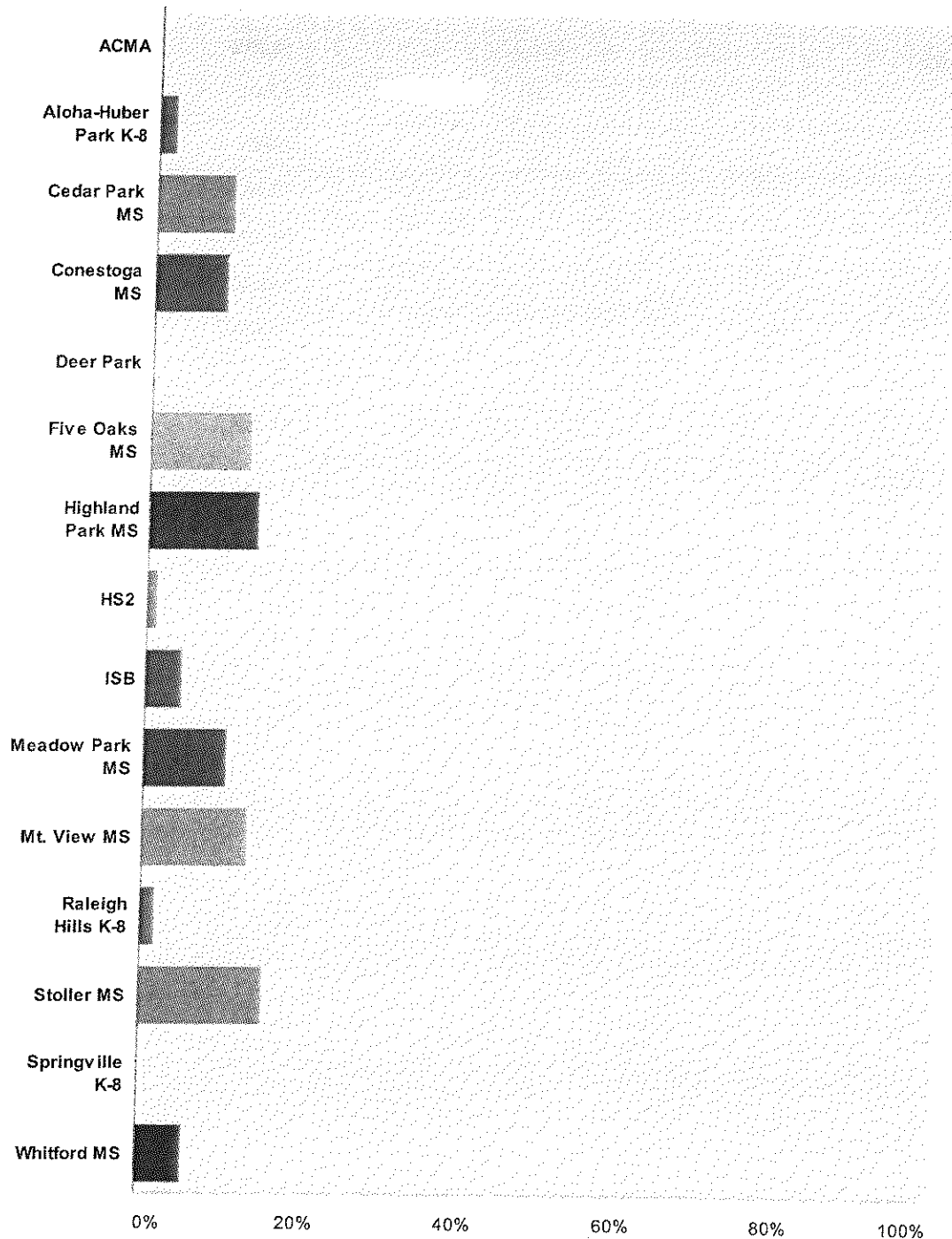
- Listing the learning targets, the major concepts or skills that are taught / learned in each subject area, is an important element of an effective report card.
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
- Providing judgment on a student's progress for each learning target assists with my communication of a student's strengths and challenges within the subject area(s) I teach.
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
- Reporting student behavior separately from their academic achievement assists with communicating how behaviors impact academic progress.

- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
4. Determining a student's proficiency level for each learning target helps me determine which of my students need specific interventions or extensions.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
5. Information on student proficiency levels should help determine which specific interventions or extensions would be appropriate in our school?
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
6. I support the idea of the teachers using consistent rubrics and marks to communicate student progress.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
7. The progress indicator mark allows me to communicate whether or not parents should be worried about their child's performance in each subject.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
8. Is there any information that you would like to be able to communicate to students and parents that is not already included in this report?
9. Do you have any recommendations on how the new report card format can be improved?

Middle School Teacher Report Card Survey

Q1 In what School(s) do you currently teach?

Answered: 174 Skipped: 2



Answer Choices	Responses
ACMA	0%
Aloha-Huber Park K-8	2.30%

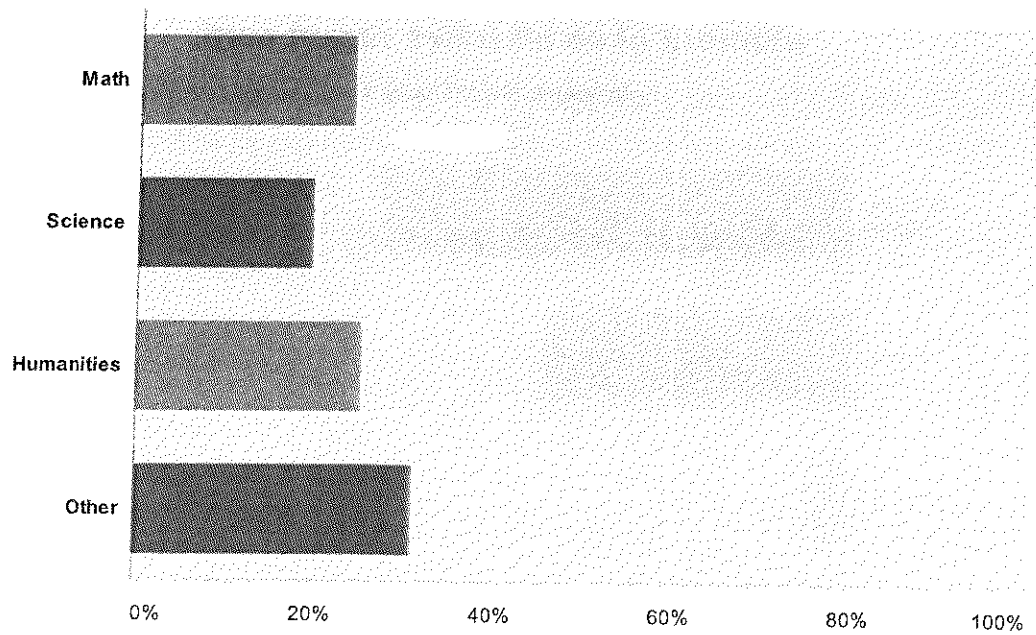
Middle School Teacher Report Card Survey

Cedar Park MS	9.77%	17
Conestoga MS	9.20%	16
Deer Park	0%	0
Five Oaks MS	12.64%	22
Highland Park MS	13.79%	24
HS2	1.15%	2
ISB	4.60%	8
Meadow Park MS	10.34%	18
Mt. View MS	13.22%	23
Raleigh Hills K-8	1.72%	3
Stoller MS	15.52%	27
Springville K-8	0%	0
Whitford MS	5.75%	10
Total Respondents: 174		

Middle School Teacher Report Card Survey

Q2 What do you teach? (select one):

Answered: 174 Skipped: 2

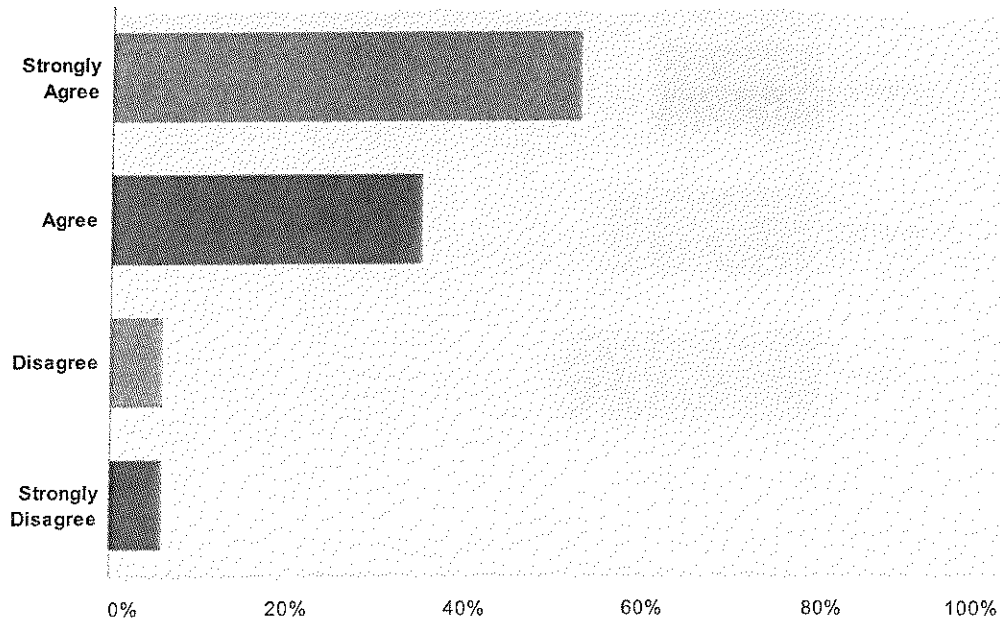


Answer Choices	Responses	
Math	24.14%	42
Science	19.54%	34
Humanities	25.29%	44
Other	31.03%	54
Total		174

Middle School Teacher Report Card Survey

Q3 Listing the learning targets, the major concepts or skills that are taught / learned in each subject area, is an important element of an effective report card.

Answered: 168 Skipped: 8

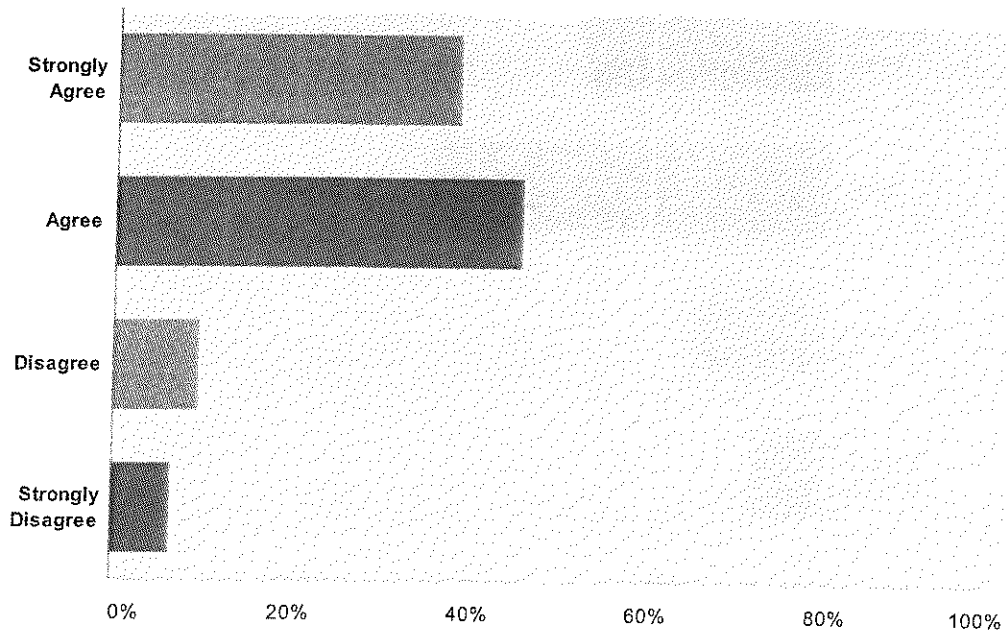


Answer Choices	Responses	
Strongly Agree	52.98%	89
Agree	35.12%	59
Disagree	5.95%	10
Strongly Disagree	5.95%	10
Total		168

Middle School Teacher Report Card Survey

Q4 Providing judgment on a student's progress for each learning target assists with my communication of a student's strengths and challenges within the subject area(s) I teach.

Answered: 167 Skipped: 9

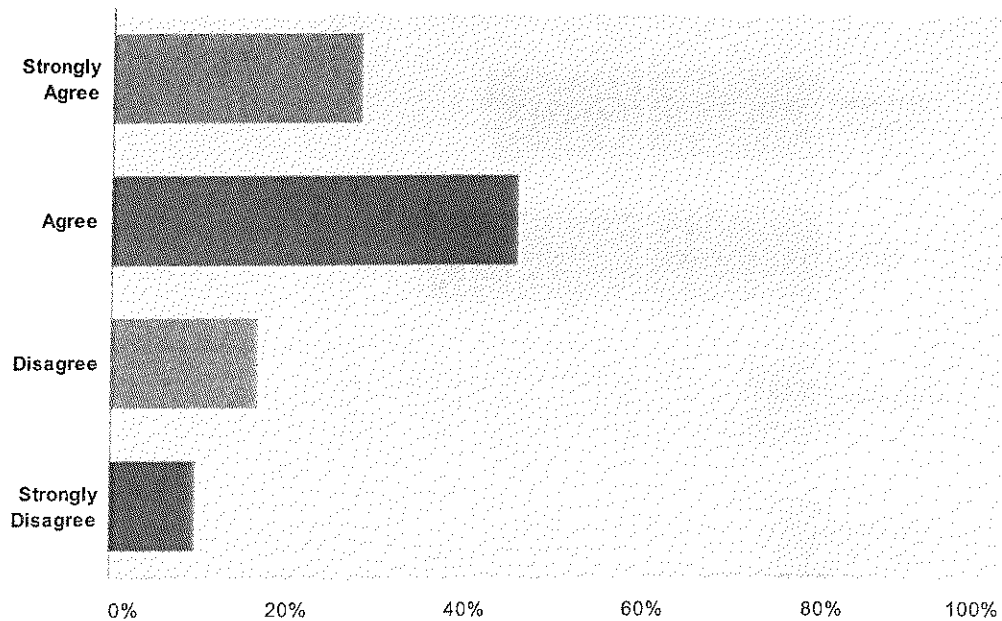


Answer Choices	Responses	
Strongly Agree	38.32%	64
Agree	45.51%	76
Disagree	9.58%	16
Strongly Disagree	6.59%	11
Total		167

Middle School Teacher Report Card Survey

Q5 Reporting student behavior separately from their academic achievement assists with communicating how behaviors impact academic progress.

Answered: 168 Skipped: 8

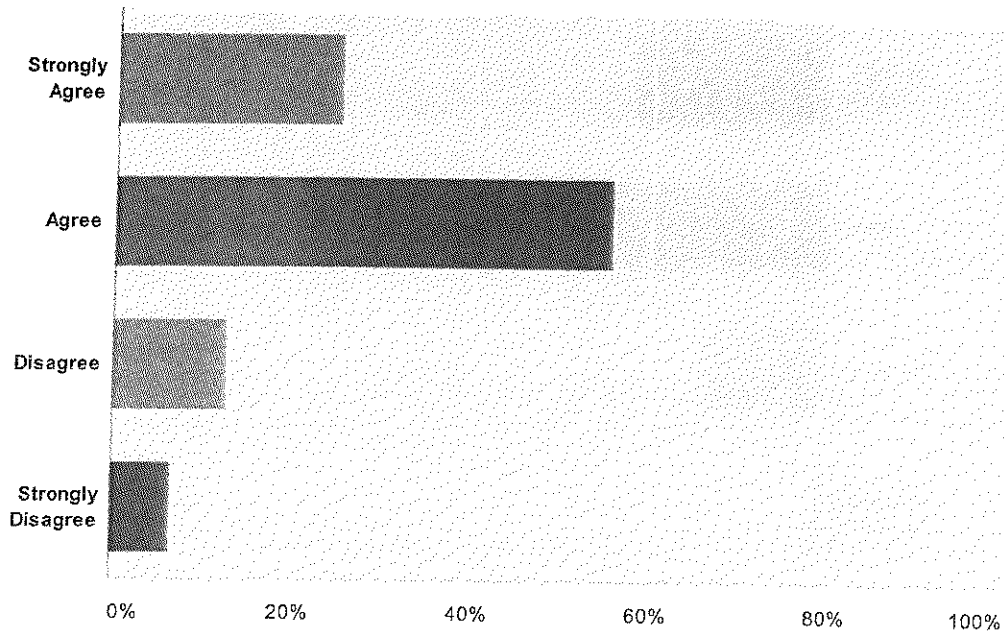


Answer Choices	Responses
Strongly Agree	27.98% 47
Agree	45.83% 77
Disagree	16.67% 28
Strongly Disagree	9.52% 16
Total	168

Middle School Teacher Report Card Survey

Q6 Determining a student's proficiency level for each learning target helps me determine which of my students need specific interventions or extensions.

Answered: 167 Skipped: 9

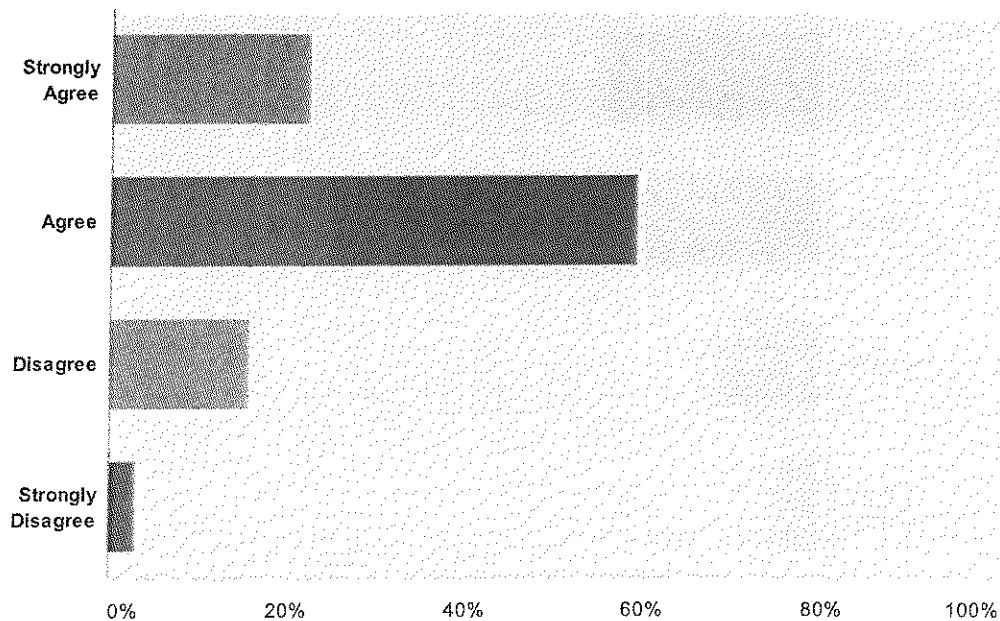


Answer Choices	Responses	
Strongly Agree	25.15%	42
Agree	55.69%	93
Disagree	12.57%	21
Strongly Disagree	6.59%	11
Total		167

Middle School Teacher Report Card Survey

Q7 Information on student proficiency levels should help determine which specific interventions or extensions would be appropriate in our school?

Answered: 167 Skipped: 9

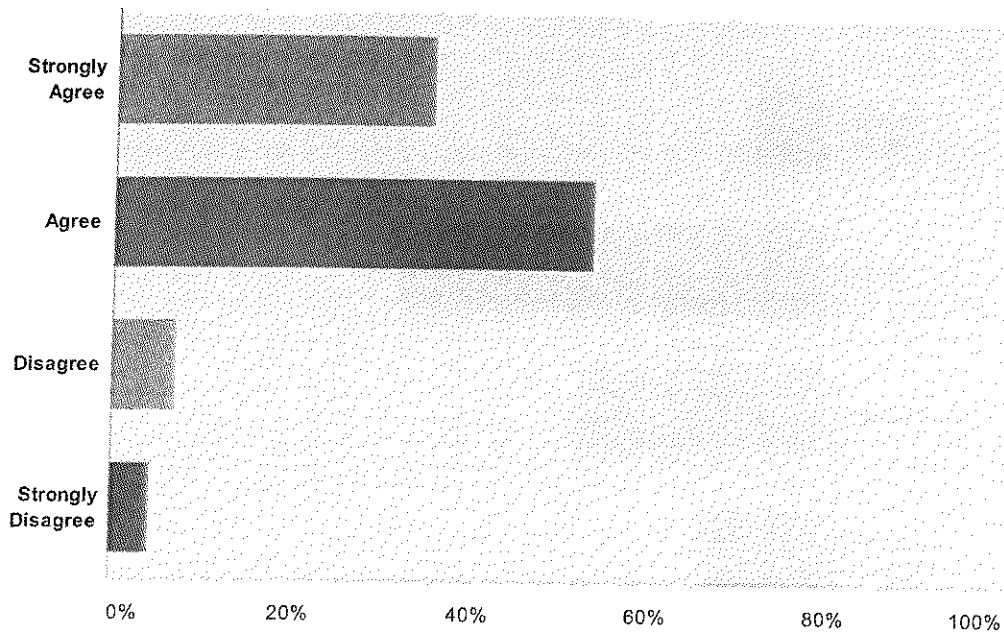


Answer Choices	Responses	
Strongly Agree	22.16%	37
Agree	59.28%	99
Disagree	15.57%	26
Strongly Disagree	2.99%	5
Total		167

Middle School Teacher Report Card Survey

Q8 I support the idea of the teachers using consistent rubrics and marks to communicate student progress.

Answered: 159 Skipped: 17

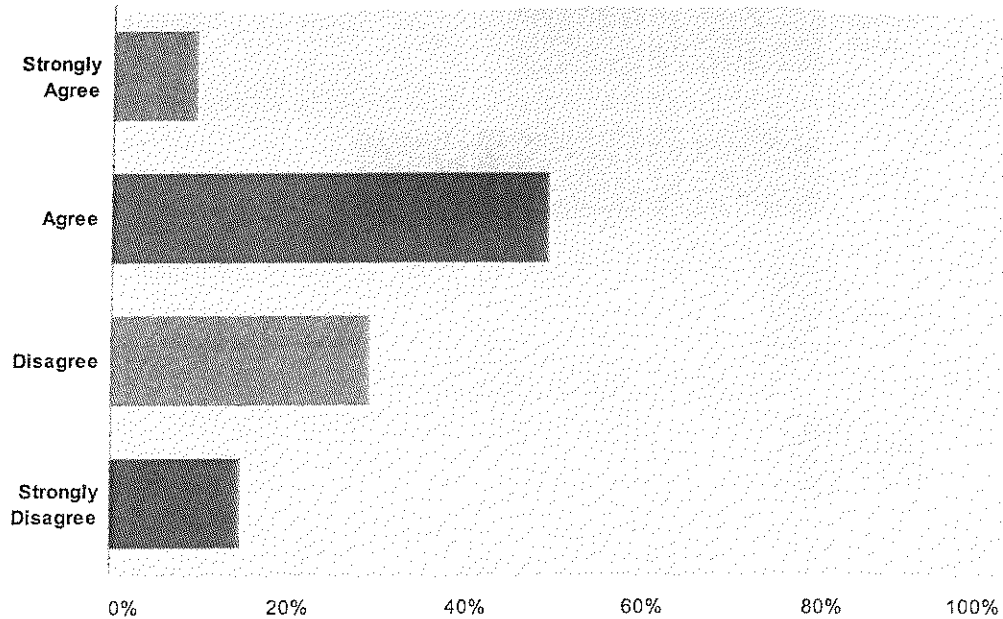


Answer Choices	Responses
Strongly Agree	35.22% 56
Agree	53.46% 85
Disagree	6.92% 11
Strongly Disagree	4.40% 7
Total	159

Middle School Teacher Report Card Survey

Q9 The progress indicator mark allows me to communicate whether or not parents should be worried about their child's performance in each subject.

Answered: 158 Skipped: 18



Answer Choices	Responses	
Strongly Agree	9.49%	15
Agree	49.37%	78
Disagree	29.11%	46
Strongly Disagree	14.56%	23
Total Respondents: 158		

Middle School Teacher Report Card Survey

Q10 Is there any information that you would like to be able to communicate to students and parents that is not already included in this report or that you are not able to communicate in another way (email, phone, conferences, etc.)?

Answered: 63 Skipped: 113

Middle School Teacher Report Card Survey

Q11 Do you have any recommendations on how the new report card format can be improved?

Answered: 77 Skipped: 99

Summary of Middle School Teacher Comments:

1. Teachers need the ability to produce their own comments for the report card. (Though this came up multiple times, it indicates the need for additional training / information for teachers. Teachers can write their own comments.)
2. Producing a letter grade undercuts a standards-based system.
3. The report card provides too much information for parents.
4. More work on the clarity and correlation of MYP criteria is needed.
5. Teachers need a clearer way to communicate "Missing Work."
6. Synergy / TeacherVue is slow and technical improvements are needed.
7. Communicating a student's progress towards a year-long learning target is problematic.
8. Communicating student behaviors needs greater attention.
9. A percentage provides more detailed information than learning targets.

High School Version of the December Teacher Survey

This survey is intended to gather feedback on the student report card format from all teachers within the Beaverton School District.

We recognize there are questions about the purpose and scope of standards-based learning in Beaverton. We have several groups that continue to address these questions, including Teacher Articulation Teams, Professional Development Facilitators, Synergy Trainers, School Administrators, and District Administrators. Please continue to talk with teachers and administrators in these groups as the survey is intended to focus on the progress report form only.

We thank those teachers involved in these efforts and encourage all teachers to use these forums to engage in the design and implementation of our standards-based learning system.

Thank you for taking a couple minutes to help improve our student report cards.

1. In what School(s) do you currently teach?

- a. ACMA
- b. AHS
- c. BHS
- d. HS2
- e. ISB
- f. SHS
- g. SRHS
- h. WHS
- i. Merlo - SST
- j. Merlo – Community School
- k. Early College
- l. Deer Park

2. Do you teach:

- a. Math
- b. Science
- c. Language Arts
- d. Social Studies
- e. Other

This is the top portion of the current High School Report Card. It should be used to respond to questions 3-5 of the survey.

SAMPLE CURRENT HIGH SCHOOL REPORT CARD	
GEOMETRY	
Teacher: Smith, Anne	Dec
CLASS ATTENDANCE	
Absences	4
Tardies	2
Academic Mark	A
Comments: Student respects points of view different from their own.	
LITERATURE & COMPOSITION	

Teacher: Jones, David	Dec
CLASS ATTENDANCE	
Absences	5
Tardies	5
Academic Mark	C
Comments: Student needs to turn in work on time.	

3. This current report format allows me to communicate the major concepts or skills that were taught / learned in class.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

4. This report format would allow me to communicate which concept or skill might require additional time and effort from the student.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

5. The current report format allows me communicate how the student's behaviors affect his/her academic performance.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

This is the top portion of the proposed High School Report Card. It should be used to respond to the next three questions of the survey.

Students will receive feedback on each of the Behavior Learning Targets, using the scale shown here.

Developing these behaviors is critical for student success in school and in life.

Behavior Learning Target Summary Judgment Marks	
C/I	Consistently/Independently
G	Generally
R	Rarely/Sometimes (Needs Improvement)

Students will receive feedback on each of the Academic Learning Targets, using the scale shown here. To better understand the definitions of these marks, please see the rubrics on our district website.

Having this specific feedback about your Student's areas of strength and where improvement may be needed will allow students, teachers and parents to better focus their attention.

Academic Learning Target Summary Judgment Marks	
4	Highly Proficient
3	Proficient
2	Nearly Proficient
1	Developing

SAMPLE PROPOSED HIGH SCHOOL REPORT CARD

GEOMETRY

Teacher: Abbot, Jennifer	Dec
CLASS ATTENDANCE	
Absences	4
Tardies	2
BEHAVIOR Learning Targets	
Manages responsibilities as a student	C/I
Self-directs own learning	C/I
Effectively communicates and works within a team or group	G
ACADEMIC Learning Targets	
I can connect linear algebra and coordinates to geometric situations and use it to prove geometric theorems.	3
I can prove and apply congruence theorems dealing with triangles to solve problems and justify my solutions.	3
I am able to use a variety of tools and methods to construct basic geometric figures.	4
I can solve for unknown lengths and angles in right triangles and justify my solutions.	4
Current Academic Mark	A
Comments: Student respects points of view different from their own.	
LITERATURE & COMPOSITION	
Teacher: Thomas, Robert	Dec
CLASS ATTENDANCE	
Absences	5
Tardies	5
BEHAVIOR Learning Targets	
Manages responsibilities as a student	R
Effectively communicates and works within a team or group	G
ACADEMIC Learning Targets	
I can analyze and evaluate an author's craft and structure.	2
I can use correct conventions (spelling, punctuation, and grammar) in my writing.	4
I can demonstrate my understanding and listening skills through small group and in-class discussions independently or in response to a prompt.	3
I can write an argumentative piece using evidence.	2
I can use the writing process to improve my writing.	2
Current Academic Mark	C
Comments: Student needs to turn in work on time.	

6. This report format would allow me to communicate the major concepts or skills that were taught / learned in the class.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

7. This report format would allow me to communicate which concept or skill where additional time and effort are required for the student.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

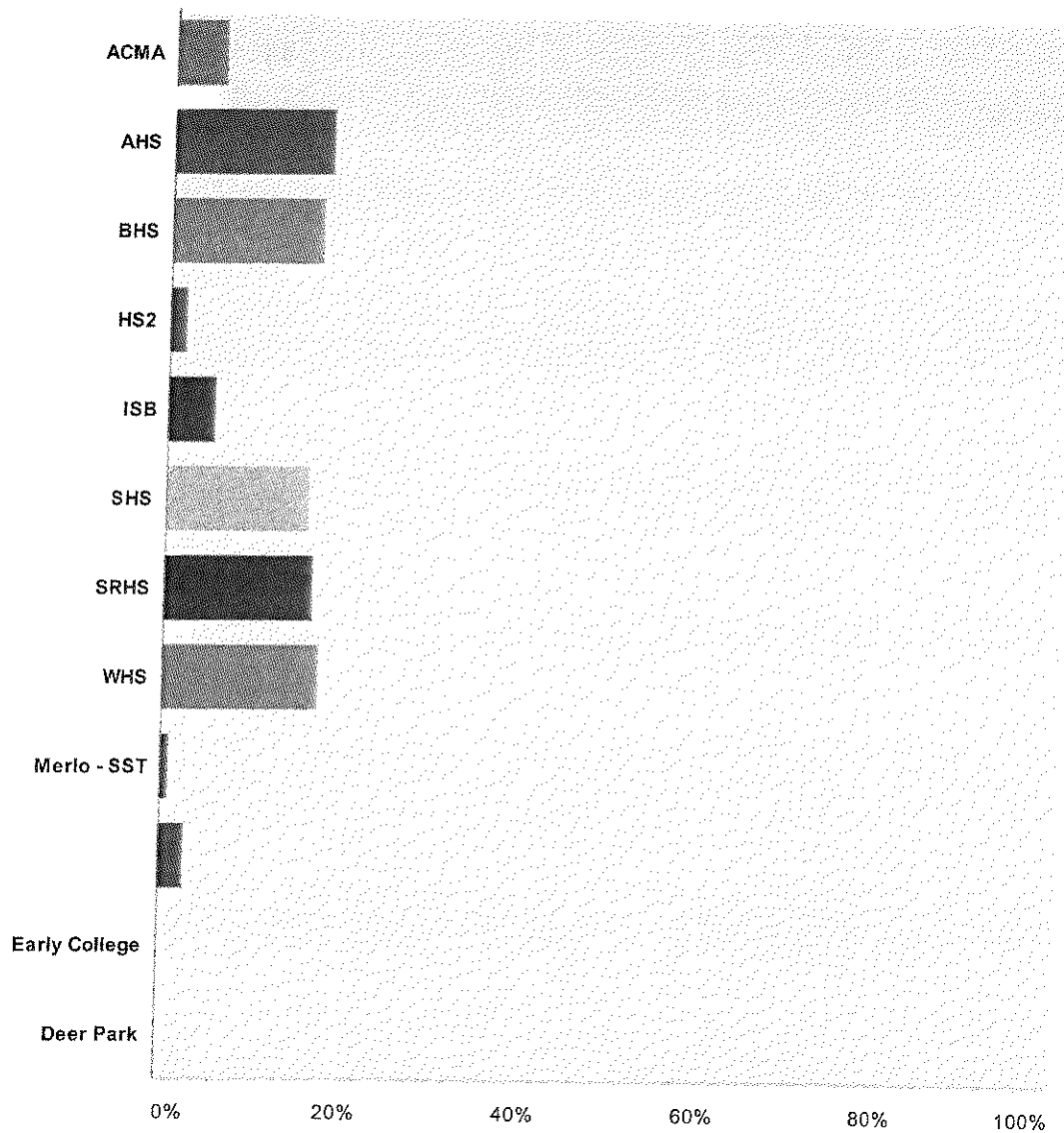
8. This report format would allow me to communicate how the student's behaviors affect his/her academic performance.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

9. Knowing each student's proficiency level on the specific learning target would allow me to determine which students need interventions or extensions.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
10. Information concerning student proficiency levels on specific standards would allow a school to determine the interventions or extensions that would be appropriate in our school?
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
11. Is there any information that you would like to be able to communicate to students and parents that is not already included in this report?
12. Do you have any recommendations on how the new report card format can be improved?

High School Teacher Report Card Survey

Q1 In what School(s) do you currently teach?

Answered: 214 Skipped: 0



Answer Choices	Responses
ACMA	5.61% 12
AHS	17.76% 38
BHS	16.82% 36
HS2	1.87% 4
ISB	5.14% 11
SHS	15.89% 34
SRHS	16.36% 35

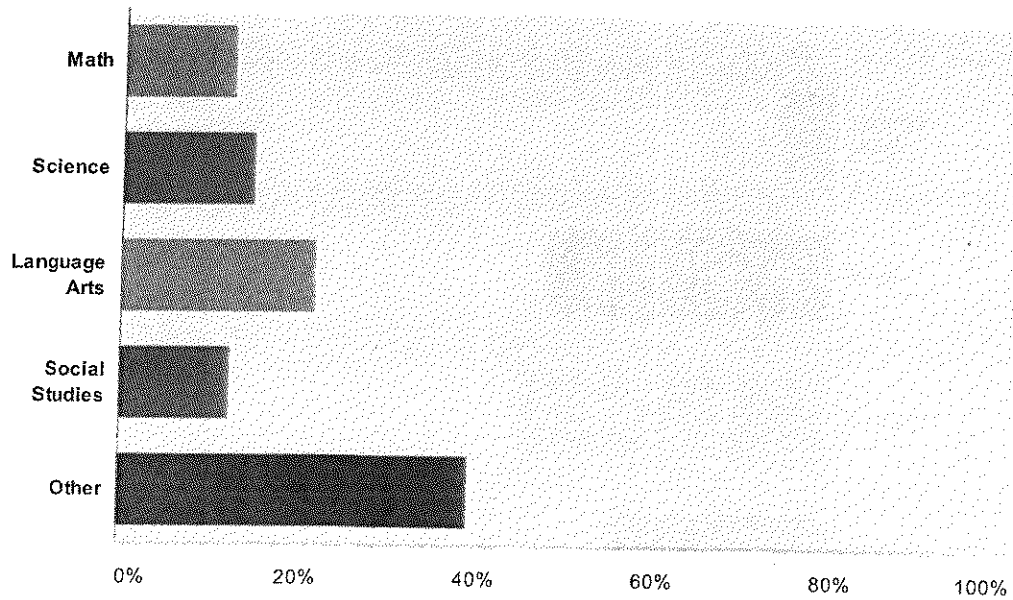
High School Teacher Report Card Survey

WHS	17.29%	37
Merlo - SST	0.93%	2
Merlo – Community School	2.80%	6
Early College	0%	0
Deer Park	0%	0
Total Respondents: 214		

High School Teacher Report Card Survey

Q2 What do you teach? (select the most appropriate):

Answered: 212 Skipped: 2

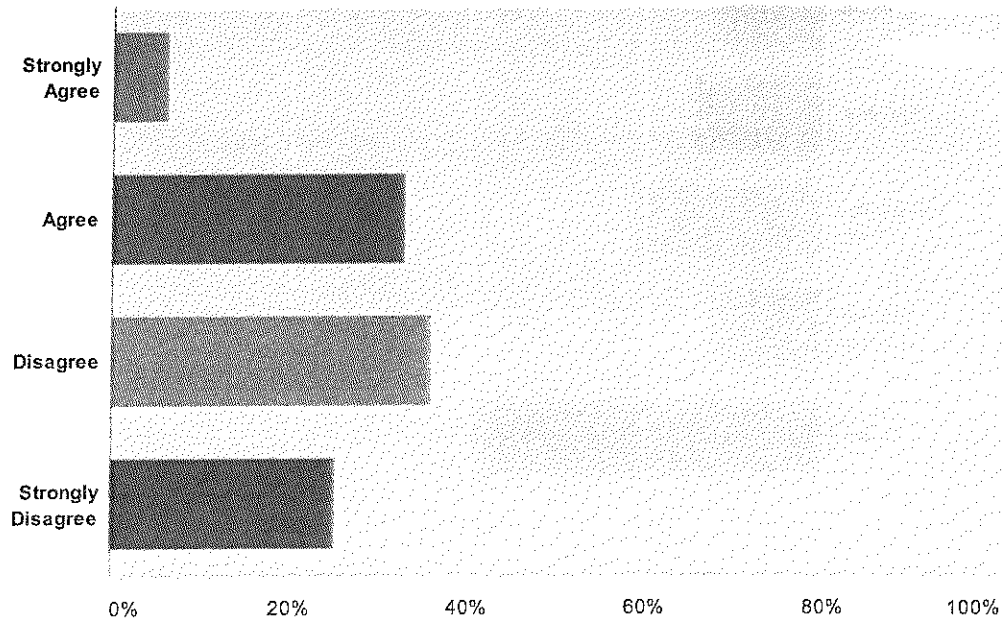


Answer Choices	Responses	
Math	12.26%	26
Science	14.62%	31
Language Arts	21.70%	46
Social Studies	12.26%	26
Other	39.15%	83
Total		212

High School Teacher Report Card Survey

Q3 This current report format allows me to communicate the major concepts or skills that were taught / learned in class.

Answered: 176 Skipped: 38

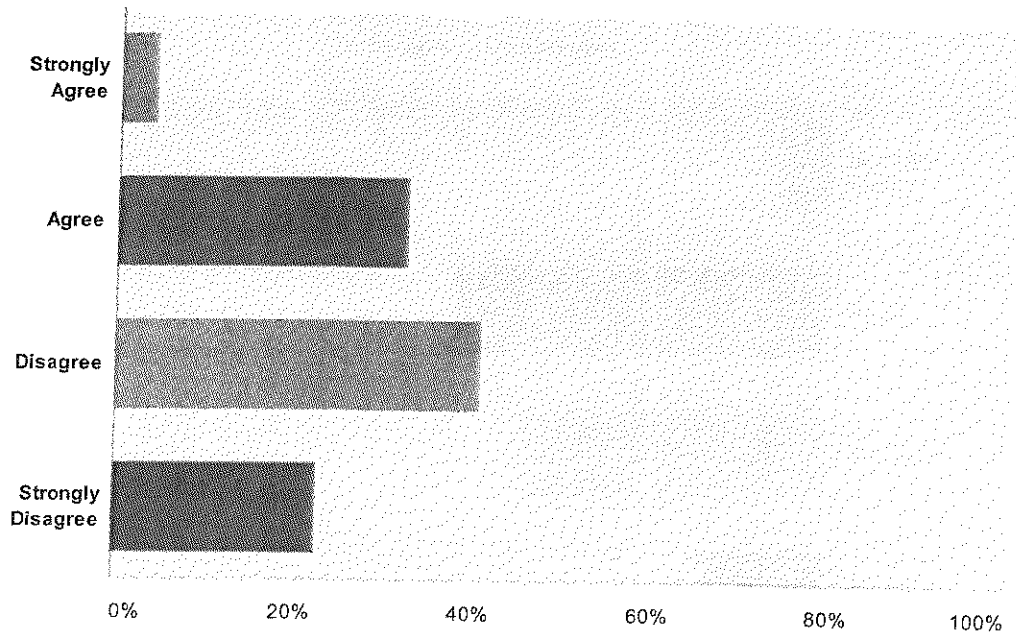


Answer Choices	Responses
Strongly Agree	6.25% 11
Agree	32.95% 58
Disagree	35.80% 63
Strongly Disagree	25% 44
Total	176

High School Teacher Report Card Survey

Q4 This report format would allow me to communicate which concept or skill might require additional time and effort from the student.

Answered: 176 Skipped: 38

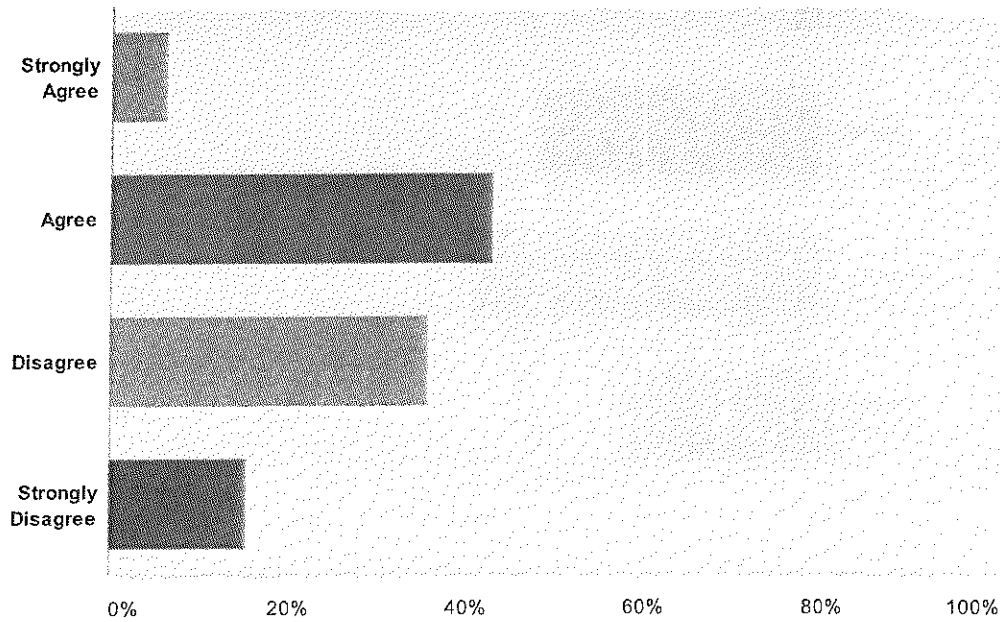


Answer Choices	Responses
Strongly Agree	3.98% 7
Agree	32.39% 57
Disagree	40.91% 72
Strongly Disagree	22.73% 40
Total	176

High School Teacher Report Card Survey

Q5 The current report format allows me communicate how the student's behaviors affect his/her academic performance. The current report format above helps me see how the student's behaviors affect his/her academic performance.

Answered: 177 Skipped: 37

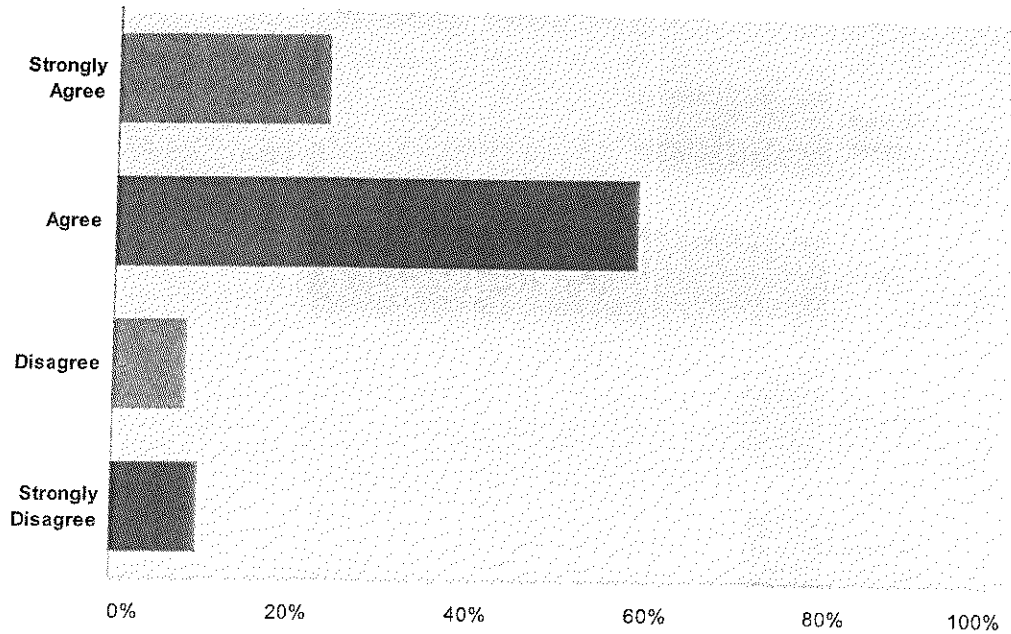


Answer Choices	Responses	
Strongly Agree	6.21%	11
Agree	42.94%	76
Disagree	35.59%	63
Strongly Disagree	15.25%	27
Total		177

High School Teacher Report Card Survey

Q6 This report format would allow me to communicate the major concepts or skills that were taught / learned in the class.

Answered: 147 Skipped: 67

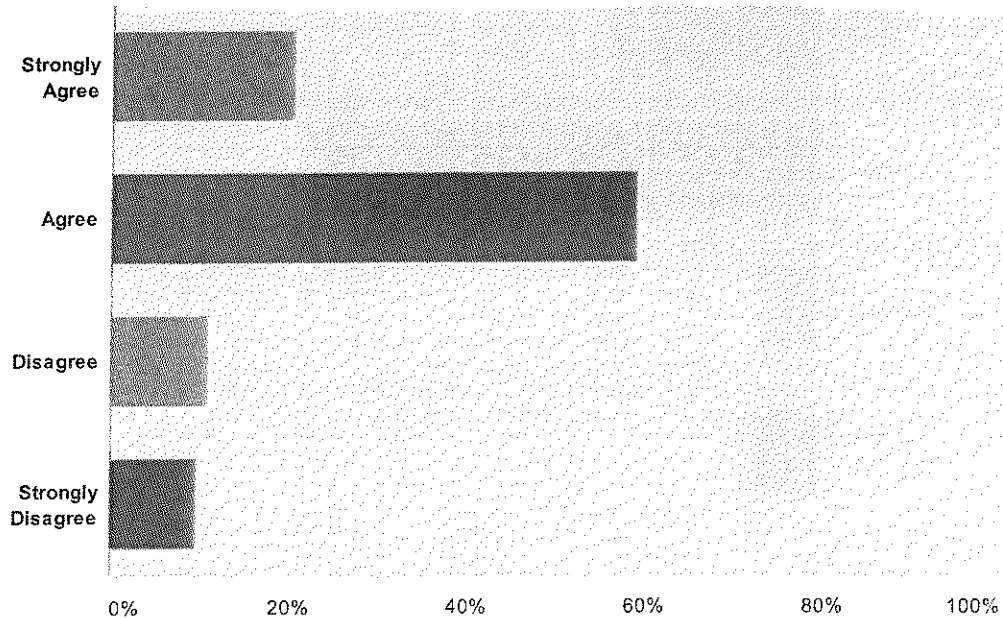


Answer Choices	Responses
Strongly Agree	23.81% 35
Agree	58.50% 86
Disagree	8.16% 12
Strongly Disagree	9.52% 14
Total	147

High School Teacher Report Card Survey

Q7 This report format would allow me to communicate which concept or skill where additional time and effort are required for the student.

Answered: 147 Skipped: 67

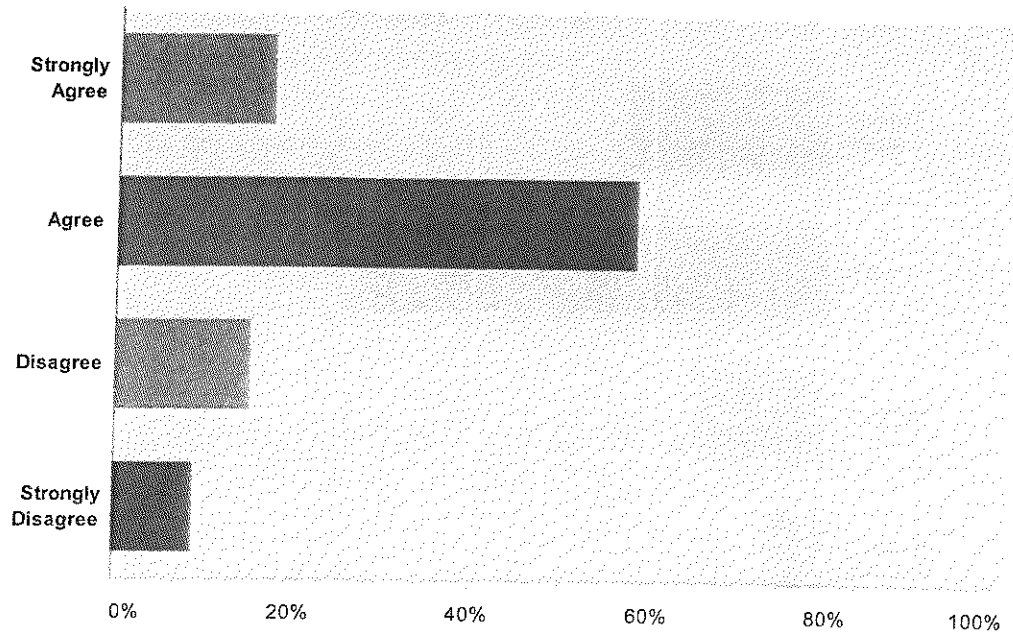


Answer Choices	Responses	
Strongly Agree	20.41%	30
Agree	59.18%	87
Disagree	10.88%	16
Strongly Disagree	9.52%	14
Total		147

High School Teacher Report Card Survey

Q8 This report format would allow me to communicate how the student's behaviors affect his/her academic performance.

Answered: 144 Skipped: 70

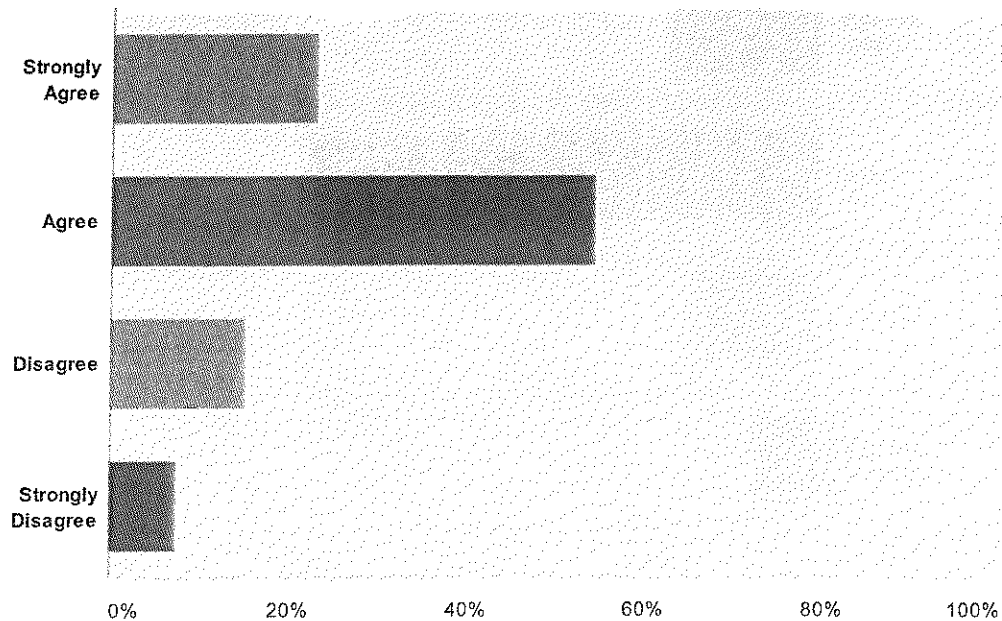


Answer Choices	Responses	
Strongly Agree	17.36%	25
Agree	58.33%	84
Disagree	15.28%	22
Strongly Disagree	9.03%	13
Total		144

High School Teacher Report Card Survey

Q9 Knowing each student's proficiency level on the specific learning target would allow me to determine which students need interventions or extensions.

Answered: 147 Skipped: 67

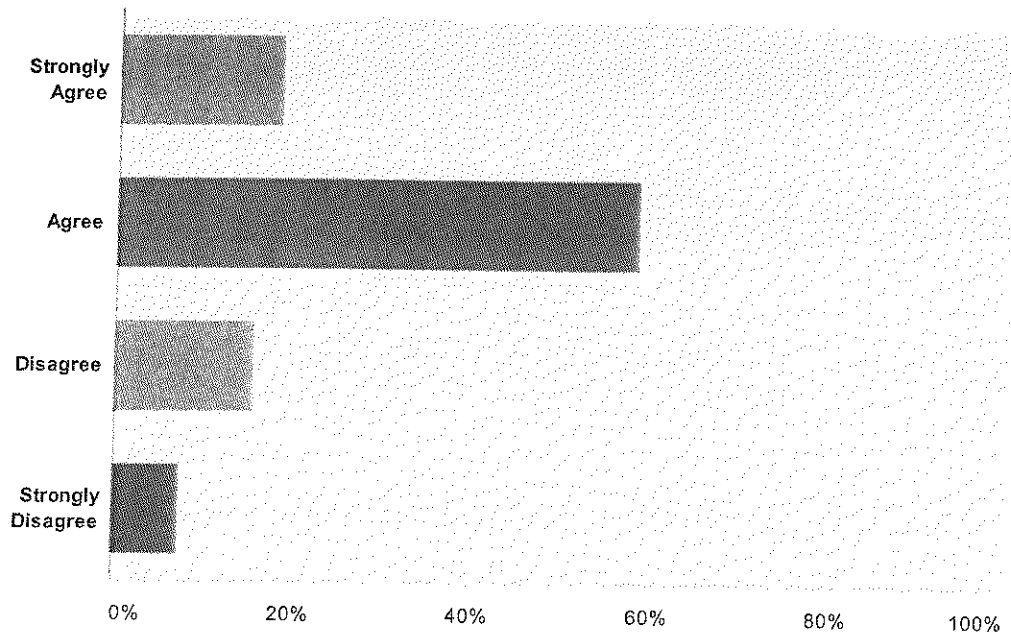


Answer Choices	Responses	
Strongly Agree	23.13%	34
Agree	54.42%	80
Disagree	14.97%	22
Strongly Disagree	7.48%	11
Total		147

High School Teacher Report Card Survey

Q10 Information concerning student proficiency levels on specific standards would allow a school to determine the interventions or extensions that would be appropriate in our school?

Answered: 147 Skipped: 67



Answer Choices	Responses	
Strongly Agree	18.37%	27
Agree	58.50%	86
Disagree	15.65%	23
Strongly Disagree	7.48%	11
Total		147

High School Teacher Report Card Survey

Q11 Is there any information that you would like to be able to communicate to students and parents that is not already included in this report or that you are not able to communicate in another way (email, phone, conferences, etc.)?

Answered: 45 Skipped: 169

High School Teacher Report Card Survey

**Q12 Do you have any recommendations on
how the new report card format can be
improved?**

Answered: 72 Skipped: 142

Summary of High School Teacher Comments:

1. Teachers need the ability to create their own learning targets for the report card. (As with the middle school issue around adding comments this came up multiple times and indicates the need for additional training / information for teachers. Teachers can write their own learning targets.)
2. Teachers need the ability to add as many comments as possible. (Teachers can do this now.)
3. These reporting expectations will take too much time.
4. Parents need more information on how a teacher's judgment for each learning target will become a letter grade.
5. Teachers need a clearer way to communicate "Missing Work."
6. Parents will not care about learning targets.
7. The survey was biased.
8. Behavior should not be separated from academic marks.

The Nine Components of the BSD Standards Based Learning System

1) Clear Learning Targets for Students:

A proficiency-based assessment model provides students with clear and objective learning targets - this takes the mystery out of assessment for students. As Rick Stiggins says, "Students must know what they are shooting for in order to hit the target, otherwise they are shooting blind."

2) Assessments Linked to Learning Targets:

A Collection of Evidence within a proficiency-based model asks teachers to examine how their classroom assessments measure student learning on the Learning Targets. This allows teachers the opportunity to reflect on the assessments in their classrooms and participate in professional collaboration with colleagues (PLC's) as they examine student work together and refine their assessment practices. This collaboration is done both horizontally (within grade levels) and vertically (across grade levels).

3) Multiple Opportunities to Demonstrate Proficiency:

A proficiency-based assessment model utilizes multiple assessments (aligned with Learning Targets) within a Collection of Evidence to award a holistic evaluation (or summary judgment). Additionally, the evidence within the Collection of Evidence may look different from student to student, which addresses the need for equity through diversity in assessment.

4) Flexibility for Individual Learners:

Proficiency-based assessment allows students to meet proficiencies at any time beyond a single test date or an individual work sample. Because the model uses a Collection of Evidence to measure student growth, learners can meet proficiencies at their own pace.

5) Valuing of Teacher Judgment and Expertise:

A proficiency-based assessment model is internally teacher-driven. Classroom teachers decide what assessments will be part of a Collection of Evidence based on sufficiency guidelines. Additionally, teachers score the collections internally rather than sending them out of a school to be scored externally. When research-based criteria are applied to this process, the summary judgments of teachers have been found to be more comprehensive than standardized testing, just as reliable, and far more conducive to student learning.

6) Equity and Consistency Across the District:

While a proficiency-based assessment model is internally teacher driven, it is also externally moderated to insure accuracy and consistency across a school and district. Teachers moderate their individual scoring against a common set of sufficiency and proficiency criteria to insure equivalent and/or equitable instruction and evaluation across classrooms and schools.

7) Balance Between Formative and Summative Assessment:

A proficiency-based model supports the use of formative classroom assessments to inform instruction and monitor student learning and interim assessments for key checkpoints. These assessments, which are part of a collection of evidence, are the primary guides to classroom instruction and planning. Large-scale testing summative assessments are then used as appropriate: for system-wide data to guide policy level decision-making.

8) Clear Communication about Student Learning:

A proficiency-based assessment model allows student learning on grade level Learning Targets to be reported on a continuum from novice to expert within a year and across years in skill development areas (reading, writing, etc.). This provides clear and specific individual student growth information within the system (teachers, students, parents and between levels) as well as outside the system (i.e. District, School Board, etc).

9) Opportunities for Student Involved Assessment:

With a proficiency-based model, students are the primary users of assessment information. They have clear Learning Targets, understand the purpose of assessments that link to Learning Targets, have multiple opportunities to meet the targets in a variety of ways, track their progress in meeting targets, and can clearly communicate this progress.

